

Teaching Assistant

Role Title	Teaching Assistant	Reporting to	Assistant SENCO
Section	Additional Needs Team, Royds Hall Community School		
Contract type		Grade / Salary	Band D

Part A – JOB DESCRIPTION

Overall purpose of role	To work as a team member within the Additional Needs Team to support the learning, progress and care of identified groups of students to help them achieve their Personal Best. The role is to work under the direction of the SENCO to provide support for groups of students, in lessons and, occasionally for group or individual intervention. You will also support effective liaison and communication between the pastoral support team and the teaching staff by working together to plan for the effective support of students.
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.</p> <p>Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.</p>

Key Outputs
<ol style="list-style-type: none"> 1. Provide skilled delivery and support which increases student independence under the direction of the teacher. 2. To work under the guidance of the SENCO and other outside agencies to monitor students' learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for students. 3. To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager. 4. Lead activities outside of lesson times (or supervise groups of students at lunchtimes, and break times, to ensure such students are safe and are participating in valuable activities to build the skills. 5. Undertake varied roles and responsibilities (e.g. supporting the class whilst the teacher works with a specific group etc.) within the classroom under the direction of the teacher; always being integral to accelerating and measuring student progress. 6. Undertake professional development to ensure own knowledge is up to date and to develop professionally. 7. To build strong working relationships with teachers and the SENCO/Specialist Provision

teams.

8. Actively encourage the inclusion of all students to participate in the life and activities of the school and access the national curriculum to the best of their ability.
9. Liaise with department, pastoral and Additional Needs Team staff to help the teacher ensure the needs of all students are met fully.
10. Ensure key staff are informed of progress and developments through regular feedback and updates.
11. Maintain regular, positive contact with staff, students and parents involved in Additional Needs.
12. Under the guidance of the SENCO provide one to one support to students or working with groups of students on pre-planned activities, to reinforce the teachers approach and to support the learning to maximise student progress and achievements.
13. Proactive liaison with, SENCO and teachers, to help the students make strong progress overtime.
14. Complete reports in relation to student progress and assist in the preparation of Support Plan, IEP's, and EHC Plans as required.
15. Contribute towards relevant referrals to outside agencies to access support for students.
16. Communicate the needs of students by creating and updating student profiles under the guidance of outside agencies
17. Seek feedback about own performance and the quality of support offered
18. To provide cover for break and lunchtime as directed by line manager, ensuring the post holder actively upholds and promotes the philosophies of the school.
19. As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards Safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.
20. Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, and on-going performance development and through College communications.

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Teachers and Support Staff approximately 150 across the whole school.
- Range of Students approximately 850. Number of SEND students varies with each new intake.

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: External staff, Other Schools, Parents and families.

Expertise in Role Required (At selection - Level 1)	Essential or Desirable
• Be able to demonstrate levels of numeracy and literacy to GCSE [A-C] or 4+	Essential
• NVQ 3 for Teaching Assistants or equivalent qualifications or experience	Essential
• Experience of working with children/young people	Essential
• Experience of working with children/young people in a school	Desirable
• Experience of working with children who have SEN / EAL	Essential
• Experience of working with children at KS2	Desirable
• Ability to engage and influence others	Essential
• Experience of working across departments and with external organisations	Essential
• Excellent communication skills	Essential
• Excellent behaviour management skills	Essential
• Commitment to the safeguarding of young people	Essential
• Ability to monitor and evaluate impact of interventions and strategies	Essential
• Ability to assist the teacher in planning class activities	Essential
• Ability to prepare differentiated materials and teaching aids suitable for the learning activities for your subject area	Essential
• Ability to use ICT to support learning	Desirable
Other (Physical, mobility, local conditions)	
• Is willing to work flexibly within scope of overall hours, e.g. evening meetings.	Essential

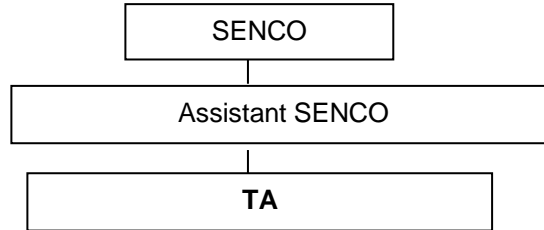
Expertise in Role - After initial development - Level 2

- Ability to deal with students who require physical restraint and interventions, using such methods as Team Teach, under the direction of the Principal
- Understanding of IEP's and EHC's
- Working knowledge or understanding of relevant policies and codes of practice.

Expertise in Role (Advanced - Level 3)

- Specialist skills/training in curriculum or learning area.

Structure



Signatures

Approved by : CEO

Approved by : Post Holder/or Representative
